AANHPI HISTORY MAKERS

FOUNDATION

GRADE LEVEL: 3RD - 5TH GRADE				
DISCIPLINE:	History, English, Social Studies			
	Different people of the AANHPI community who have made huge impacts in their fields			
	CCSS.ELA-LITERACY.SL.3.1.C CCSS.ELA-LITERACY.SL.3.4 CCSS.ELA-LITERACY.SL.3.6 CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.1.A-D CCSS.ELA-LITERACY.SL.4.2 CCSS.ELA-LITERACY.SL.4.3 CCSS.ELA-LITERACY.SL.4.4 CCSS.ELA-LITERACY.SL.4.5 CCSS.ELA-LITERACY.SL.5.1 CCSS.ELA-LITERACY.SL.5.1A-D CCSS.ELA-LITERACY.SL.5.3 CCSS.ELA-LITERACY.SL.5.4 CCSS.ELA-LITERACY.SL.5.5 Learning for Justice Social Justice Standards 1, 6, 7,8, 10, 11, 12, 14			

OBJECTIVES:	 prepare an oral presentation on the individual's life. Students will engage in discussions regarding the achievements of various AANHPI history makers to draw comparisons to their personal experiences and make connections to different historical contexts.
obolenvis.	 Students will relay information about their researched individual, ask questions to their peers, and develop an appreciation for impactful AANHPI history makers and their contributions to contemporary society.
	Students will practice a variety of basic research methods.

 Who are some AANHPI history makers in society and history? What are some impacts AANHPI history makers have on society? What connections can students make between them and history makers? How can students research basic biographical information well?

MATERIALS NEEDED:	 Projector for presentation, Poster board for presentation, Construction paper/glue/scissors/etc. for presentation construction 	CLASSROOM HOURS NEEDED:	45-60 minutes for the lesson, plus 20 minutes for project planning, and any additional time for class work on project

FINAL ASSESSMENT TYPE: A biography project and presentation on an AANHPI history-maker of their choice	KIT INCLUDES:	<u>Slideshow</u> Educator Discussion Guide Instructional Parent Letter Student Presentation Note Sheet Wax Museum Presentation Script Glossary of Terms
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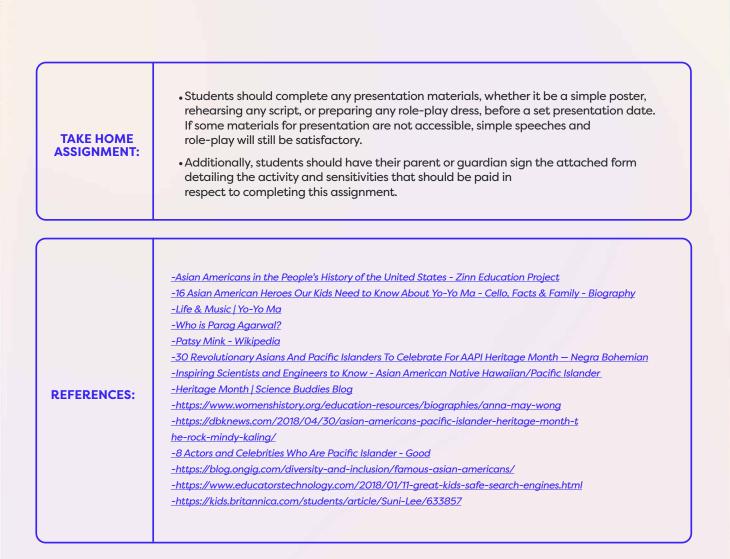
INTRODUCTION:	Asian American, Native Hawaiian, and Pacific Islanders have had significant contributions and impacts on the U.S. and the world throughout history. This lesson plan will highlight the historical significance of five AANHPI individuals and students will learn how many more have done the same through their own research and by reviewing their peers' research.
ACTIVITY	 LESSON PLAN DAY 1: Teacher will begin the period with a biographical presentation on Yo-Yo Ma, Anna May Wong, Patsy Mink, Suni Lee and Parag Agrawal. After presenting, the teacher will discuss the noted figures with the class, being sure to encourage connections and comparisons. Use the attached discussion guide. Recite a brief biography of the individual while peers, parents, and other members of the community move around to various students to inquire of their chosen history maker. Students will also be given the list of figures to choose from. LESSON PLAN DAY 2: After any lesson they choose, the teacher will present briefly on how to research people and history makers correctly. After presenting, students will have allotted time to pursue biographical research on their figure of choice. LESSON PLAN DAY 3-X: Teachers can allot class time to finishing biographical research, Visual Aid(poster), and any preparation for a discussion, presentation, or a "wax museum," where students roleplay as their figure of choice and recite a script detailing what they researched. LESSON PLAN PRESENTATION DAY: Students should come to class prepared with any materials necessary for whichever style of presentations to the class, and if possible, larger audiences including other classes, grades, and/or parents. Make sure that not all students present at once if in a wax museum format, so that students can go around to listen to presentations and take notes with the attached sheet. If using a simple presentation format, students watching should still
	take notes on their peers' presentations.

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